



2008219.01

**BEREA CITY SCHOOL DISTRICT
NEW ELEMENTARY SCHOOL**

Thursday, March 5, 2009

In Attendance

J. GrosseBusiness Manager
R. King.....GPD Associates
M. Salopek.....GPD Associates
Planning Committee Per Sign-In Sheet

Distribution

All in Attendance

The following is a brief list of items discussed:

- It was noted that there were no corrections to the previous minutes.
- Instead of reviewing the spaces, R. King suggested that discussion center around the curriculum.
- Following on the suggestion of the soccer field being on the Board of Education site, R. King advised that the dimensions would indeed permit a soccer field. However there was not much additional space for any other use such as parking. It was noted that the soccer field currently is not used much by the elementary school students but rather more for practice and JV games. J. Grosse suggested that, because the field would not be available for use for the next 2 years, continued use thereafter may not be an issue. This would need further investigation. The Committee felt that the only requirement for outdoor space would be for physical education. After discussion on vegetation and maintenance, it was conceded that maybe a walking/fitness trail might be a good idea with some incorporation into the curriculum.
- There was also discussion on 'green' or sustainable design with comments regarding appropriate orientation of the building to maximize the opportunities for daylighting of classrooms, trees for shading, pervious surfaces etc.
- After some initial discussion on vehicular circulation, it was determined to reserve this discussion for the Design Committee.
- Several teaching/learning considerations were discussed. These included having shared instructional space between classrooms, ability to team-teach, linking classrooms with doors, providing more of a 'pod' approach with intervention specialists assigned to each pod and having an integral group area. Berea teachers embraced different teaching/learning styles and would like these to be facilitated in the new building design.



- Discussion followed on Special Education requirements:
 - Firstly, consideration would be to understand what programs would be housed at the new building. This would determine the number, size and type of rooms required. It is noted that there is a total of 8 units district-wide.
 - In ED/autism units, a kitchen would be required along with a washer/dryer, larger restroom, a motor room for sensory activities, a quiet area in ED, dividers in autism rooms. An observation room would also be ideal.
 - It is noted that OT typically takes place within the Special Ed. rooms.
 - MH requires consideration of the space requirements for multiple wheelchairs.
 - Consideration to be given to assistive technology, toughened glass, shading of windows, doorhandles to prevent unauthorized egress from rooms, appropriate locking devices in lock-down situations.
 - Intervention requires pull-out spaces.
 - Gifted – requires more discussion.
 - ESL – it is noted that enrolment is increasing and this program requires small group instructional space.
- Media Center – the question had been posed as to how to make this space unique. Much of the discussion centered around the function of the Media Center. It could be considered the information hub of the school but there was a counterpoint of having smaller libraries throughout the grades. The functions of the Media Center may contain:
 - Space for books, the librarian, equipment etc.
 - Instructional space.
 - Large group space (“community room” space).
 - Technology.
 - Space to foster styles of learning – such as lying on the floor etc.
- Classrooms/Instructional spaces – how do students learn? It is felt that the instructional spaces should facilitate large groups, small groups, space for display of materials, flexibility, collaboration and connection between classrooms, movement, “centers” within the rooms. Kindergarten should have sand and water tables, easels, etc. Markerboards on rails for height adjustment would be a good feature to incorporate. Lockers within the room are acceptable. It was felt that the teacher technology should be somehow built into a wall so as to make the teacher’s desk not tied to one location with the technology – could the teacher have a wireless computer? It is noted that there is more teaming in grades 3, 4 and 5.
- Music – space is needed for movement. Space for instrument storage is not required as the instruments are small and/or stored by the students in their lockers. Ideally it would be preferable to also have another large space for instrumental music and choir.



- Art – this is a very important program in the District. There should be adequate space for display of art projects. A separate kiln room is required as is adequate storage space, not only for art but also ceramics.
- There was also further discussion on performance spaces and the possible use of the cafeteria and/or gymnasium. The relative merits of stage locations were discussed. The use of the gymnasium for performances is not favored, primarily because of other uses for that space and also for acoustics. R. King explained that the envisioned size of the Cafeteria would seat about 850 people in chairs (about 280 in chairs and tables). A stepped cafeteria floor may be an idea for consideration. It is noted that breakfast is served at the schools but there is no after-school food service. These aspects certainly could impact usage of the cafeteria as performance spaces.
- The next meeting will be Tuesday, March 10, 2009, at 4:00 p.m.

The preceding is GPD Associates interpretation of the meeting. Any changes, additions, or clarifications should be forwarded to our office as soon as possible. Unless these changes are furnished within ten (10) working days, it will be understood that all parties are in agreement with the preceding statements.

Respectfully submitted,
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